

FOREWORD



HOD:
Ms. N.B. Mutheiwana

It is with great pleasure to share the publication, “**Annual Statistics Limpopo 2017**” with all our stakeholders. This publication covers 2017 statistics on schools, learners and educators in the Ordinary schooling sector. The publication seeks to enable monitoring and evaluation of the education system and achieve organizational efficiency and effectiveness.

The availability of valid, reliable, comprehensive and up-to-date educational data is a prerequisite for planning, decision-making, monitoring and evaluating an education system at all levels. A state of the art EMIS should be able to meet the information needs of education managers at all levels.

All our schools use SA-SAMS as their operational system to administer and manage daily school activities. The information from SA-SAMS is processed and uploaded to the Provincial and National EMIS systems to enable planning, reporting and monitoring.

One important EMIS data access point is the DDD dashboard program. This program collate school level data from SA-SAMS and make it accessible to all education officials online. The dashboard empowers education officials with readily available information to make data-driven decisions and interventions. A few reports generated from the DDD Dashboard are included in this publication. The DDD dashboard is intended to support education roleplayers and assist in creating an environment that continually learns and adapts to the learner needs as well as improving learner outcomes through effective use of data.

The publication would not have been possible without the contribution of governance structures in schools, both the SGB’s as well as the Centre Governing Bodies (CGB’s) in both public and independent institutions. The contribution of the SA-SAMS officials at the Circuits is also much appreciated. The accuracy of our data depends mainly on their pro-active dedication and the Department of Education would not have been able to implement SA-SAMS in our schools without these officials.

On behalf of the department, my words of honor and appreciation are expressed to the principals and their entire School Management Teams (SMT) for their leadership and support, that has brought us this far. To everybody else in the value-chain, a special word of appreciation goes to you as well for the task well executed.

A handwritten signature in black ink, appearing to read 'N.B. Mutheiwana', written in a cursive style.

N.B. Mutheiwana

TABLE OF CONTENTS

1.INTRODUCTION.....5

2. ABBREVIATIONS and ACRONYMS.....5

3. ORDINARY SCHOOLS (both public and independent).....6

3.1 LEARNER AND EDUCATOR INFORMATION.....6

3.2 LEARNER ENROLMENT7

3.3. SCHOOL INFORMATION.....13

4. REPORTS ON INDICATORS, ABSENTEEISM, OVER AGED LEARNERS AND PERFORMANCE (Term 3, 2017).....16

4.1 SUMMARY OF PROVINCIAL INDICATORS.....16

4.2 EDUCATOR ABSENTEEISM.....17

4.3 LEARNER OVER AGE (Term 3, 2017).....18

4.4 LEARNER SUBJECT PERFORMANCE (Term 3, 2017).....19

TABLES

Table 1: Number of learners, educators and schools in the ordinary school sector	6
Table 2: Public learner enrolment per grade and district.....	7
Table 3: Independent learner enrolment per grade and district	8
Table 4: Learner enrolment per gender, sector and district	9
Table 5: Learner enrolment per phase, sector and district.....	9
Table 6: Teenage pregnancies (both public and independent) per grade and district.....	11
Table 7: Public learner enrolment and number of schools per quintile and district.....	11
Table 8: Gr R attendees per sector and district.....	12
Table 9: Number of ordinary schools per sector and district	13
Table 10: Number of ordinary schools per phase and sector.....	14
Table 11: Top reasons for educator absenteeism.....	17
Table 12: Top reasons for educator absenteeism by gender.....	17
Table 13: Learners 3 to 6 years behind expected age (public and independent)	18
Table 14: Average percentage per subject in FET phase	19

FIGURES

Figure 1: Public and independent learner enrolment.....6

Figure 2: Public and independent learner: educator ratio.....6

Figure 3: Number of public learners per grade.....7

Figure 4: Public learner enrolment per district.....7

Figure 5: Number of learners in independent schools per grade.....8

Figure 6: Public and independent learner enrolment per grade as provincial percentage.....8

Figure 7: Public male and female comparison per district.....10

Figure 8: Independent male and female comparison per district.....10

Figure 9: Independent learner enrolment per phase.....10

Figure 10: Public learner enrolment per phase.....10

Figure 11: Public learner enrolment per quintile.....12

Figure 12: Number of public schools per quintile (as percentage).....12

Figure 13: Gr R attendees per district.....13

Figure 14: Number of public schools per phase.....14

Figure 15: Number of independent schools per phase.....14

Figure 16: Number of schools per sector.....14

Figure 17: Overall number of schools per phase and district.....15

Figure 18: Number of public schools per quintile.....15

Figure 19: Top reasons for educator absenteeism17

Figure 20: Top reasons for educator absenteeism by gender.....17

Figure 21: Learners 3 to 6 years behind expected age18

Figure 22: Learners 3 to 6 years behind expected age by district18

1. INTRODUCTION

This publication gives an account on learner enrolment, school and educator statistics from the Ordinary schooling sector both Public and Independent. It seeks to enable monitoring and evaluation of the education system and achieve organizational efficiency and effectiveness.

The Data Driven Districts (DDD) programme introduced by the Department (In custody of EMIS) support improved learner outcomes through the increased quality, availability, analysis and use of education data Provincial reports generated on the DDD dashboard from Term 3, 2017 data, are also included in this publication.

Almost 100% of the information provided in this publication is extracted from SA-SAMS (South African School Administration and Management System) used by the schools for school administration, management and governance.

It is also important to note that the data in this publication is presented according to the 2012 district demarcations consisting of 10 Districts.

2. ABBREVIATIONS and ACRONYMS

Districts:

LEB	Lebowakgomo
MOG	Mogalakwena
MOP	Mopani
POL	Polokwane
RIB	Riba Cross
SEK	Sekhukhune
TSH	Tshipise-Sagole
TZA	Tzaneen
VHE	Vhembe
WAT	Waterberg

General:

DDD	Data Driven Districts
EMIS	Education Management Information System
Enr	Enrolment
Gr	Grade
Gr R	Reception year, or year prior to Grade 1
Gr R attendees	Learners with pre-school education
Indep	Independent
Pre-Gr R	Year before Gr R
Publ	Public
SA-SAMS	South African Schools' Administration and Management System

School Phases:

COMB	Combined
INT	Intermediate
PRIM	Primary
SEC	Secondary

3. ORDINARY SCHOOLS (both public and independent)

3.1 LEARNER AND EDUCATOR INFORMATION

Table 1: Number of learners, educators and schools in the ordinary schooling sector, by district, in 2017

District	Ordinary Public Schools			Ordinary Independent Schools			Ordinary Public and Independent Schools		
	Schools	Learners	Educators	Schools	Learners	Educators	Schools	As % of Provincial Total	Learners
LEB	233	93721	2844	3	1749	73	236	5.9	95470
MOG	249	93646	2845	10	2613	155	259	6.5	96259
MOP	467	244221	7067	19	8219	327	486	12.2	252440
POL	664	280983	8237	27	13685	393	691	17.4	294668
RIB	254	99109	2958	9	4443	179	263	6.6	103552
SEK	638	267020	7985	19	6871	348	657	16.6	273891
TSH	212	72764	2189	5	2442	76	217	5.5	75206
TZA	210	101977	2975	11	4318	215	221	5.6	106295
VHE	720	336338	9964	45	17711	710	765	19.3	354049
WAT	166	81606	2363	8	681	79	174	4.4	82287
Provincial	3813	1671385	49427	156	62732	2555	3969	100.0	1734117

Table 1 reflects how many ordinary public and independent schools per district in 2017 and how many learners and educators were in each district. 3.6 % of the overall provincial learner enrolment attend independent schools and 3.9 % of all ordinary schools in Limpopo are independent. The overall provincial learner enrolment has decreased by 13858 (0.8 %) as compared to 2016 enrolment.

Figure 1: Public and independent schools learner enrolment

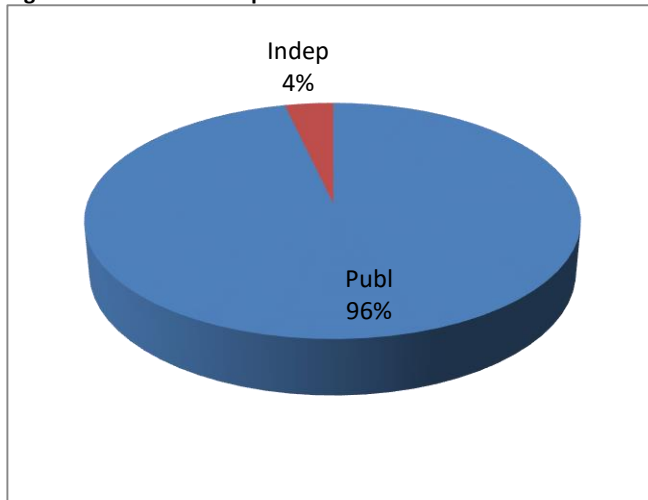


Figure 1 reflects that 96% of the learners in Limpopo are in the public schooling sector (1% less than in 2016)

Figure 2: Public and independent schools learner educator ratio

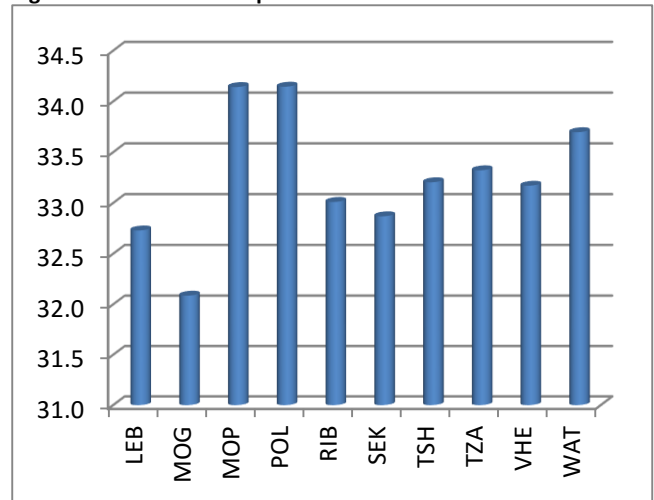


Figure 2 reflects that the learner: educator ratio in Mopani and Polokwane are the highest, whilst in the Mogalakwena district the ratio is 32:1 which is the lowest. The ratio in Tzaneen district increased from 31:1 to 33:1 between 2016 and 2017 respectively

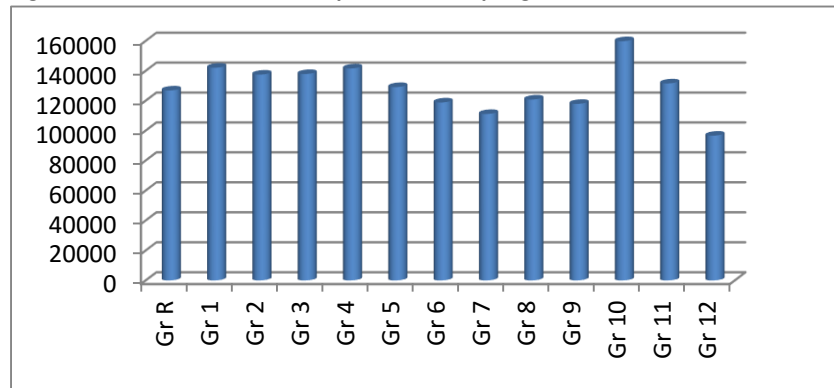
3.2 LEARNER ENROLMENT

Table 2: Public schools learner enrolment per grade (R to 12) and district:

District	Gr R	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	TOTAL
LEB	6867	8003	7647	8041	8181	7381	6905	6485	6641	5966	8522	7025	6057	93721
MOG	7455	8156	7807	7552	8109	7346	6844	6186	7245	6651	8522	7111	4662	93646
MOP	19254	21717	21077	20956	21183	19207	17129	16443	17338	16505	22360	19144	11839	244152
POL	20812	22844	22020	22349	23236	21494	20196	18924	20268	19912	25341	23411	20176	280983
RIB	7746	8152	8080	8598	8910	7948	7074	6571	6856	6612	9622	7928	5012	99109
SEK	20431	22846	22133	22072	22644	20500	19113	17787	18532	18473	24731	21616	16079	266957
TSH	5357	6057	5802	5712	5913	5447	5038	4730	5729	5738	7863	5435	3943	72764
TZA	8243	9063	8864	8436	8457	7784	6892	6556	6827	7332	9331	8788	5404	101977
VHE	24741	27490	26394	26752	27256	25095	23285	21679	24696	25065	37130	26463	20287	336333
WAT	5925	7689	7608	7374	7665	6898	6324	5751	6618	5605	6367	4612	3142	81578
Provincial	126831	142017	137432	137842	141554	129100	118800	111112	120750	117859	159789	131533	96601	1671220

Table 2 shows that in the public sector, the learner enrolment decreases from Grade 10 to Grade 12 in public schools with 3.8 % (2.2 % less than in 2016)

Figure 3: Numbers of learners in public schools per grade



In figure 3, it can be observed that the Gr 7 and Gr 12 learner enrolments are less than all other grades. Provincially, Gr 10 has the highest enrolment.

Figure 4: Number of learners in public schools per district

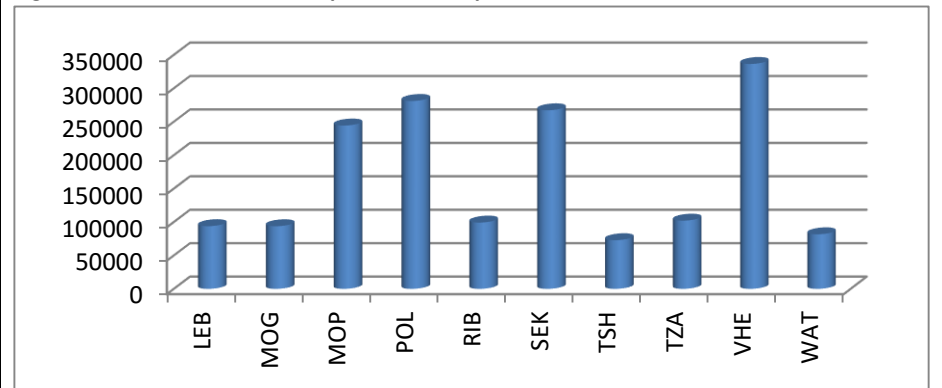


Figure 4 reflects that, 20.1% of the total learner enrolment are in the Vhembe district whilst only 4.4 % of learners are in the Tshipise-Sagole district.

Table 3: Learner enrolment in independent schools per grade (R to 12) and district:

District	Gr R	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Total
LEB	51	190	168	180	133	138	123	110	171	153	123	102	107	1749
MOG	206	296	253	295	275	211	196	131	133	114	135	139	192	2576
MOP	848	918	803	758	697	501	455	403	564	521	561	548	597	8174
POL	904	1337	1261	1162	1171	1007	986	875	974	918	960	919	846	13320
RIB	292	380	386	338	352	298	283	286	424	330	322	311	433	4435
SEK	416	558	559	571	529	531	513	480	611	575	499	525	422	6789
TSH	174	352	323	284	260	232	206	189	90	85	76	84	80	2435
TZA	453	506	435	375	322	295	245	241	289	275	285	282	258	4261
VHE	1956	2111	1849	1794	1735	1543	1334	1271	779	775	724	604	871	17346
WAT	62	76	70	73	64	70	50	50	65	38	31	24	8	681
Provincial	5362	6724	6107	5830	5538	4826	4391	4036	4100	3784	3716	3538	3814	61766

Table 3 shows that there are more learners in Grade 12 than in Grade 11 in the Independent sector as opposed to the public schooling sector in respect of the same grades. The number of learners in Independent schools has increased by 2203 (3.6%) compared to the 2016 enrolment

Figure 5: Number of learners in independent schools per grade

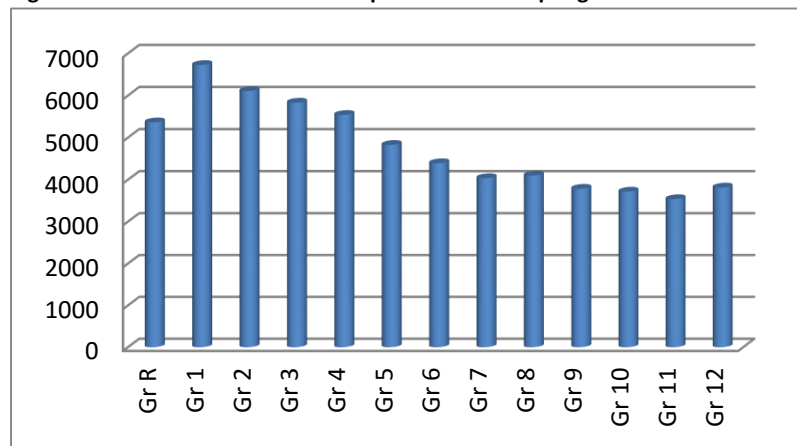


Figure 5 reflects that, there are more learners from Grade 1 to Grade 6 than from Grade 8 to 10 in independent schools

Figure 6: Public and independent schools learner enrolment per grade as provincial percentage

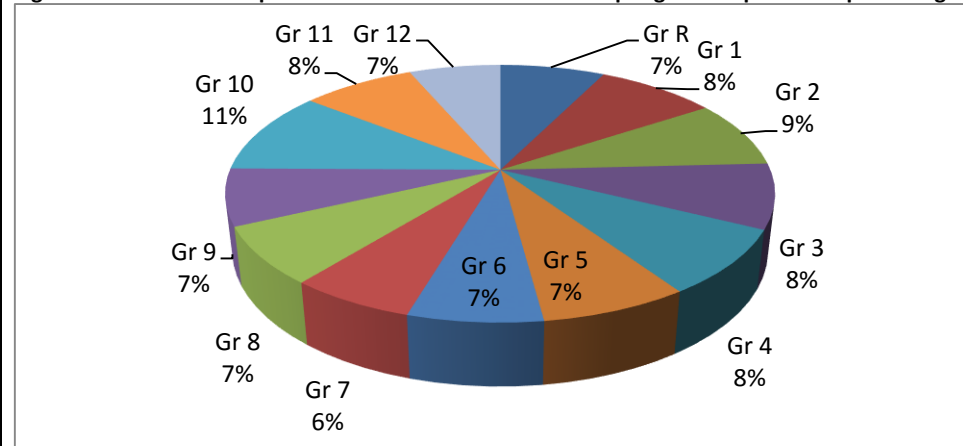


Figure 6 reflects that, Gr 12 learners are 32.5% less than Gr 1 learners. Provincially all grades remained the same as provincial percentage as in 2016.

Table 4: Learner enrolment per gender, sector and district

District	Independent		Public		TOTAL	
	Female	Male	Female	Male	Female	Male
LEB	920	829	45805	47916	46725	48745
MOG	1307	1306	45904	47742	47211	49048
MOP	4154	4065	119619	124602	123773	128667
POL	6905	6779	137109	143875	144014	150653
RIB	2340	2103	48246	50863	50586	52966
SEK	3437	3434	129429	137591	132866	141025
TSH	1190	1252	35324	37440	36514	38692
TZA	2267	2051	50266	51711	52533	53762
VHE	9035	8676	163802	172536	172837	181212
WAT	332	349	40526	41080	40858	41429
Provincial	29147	27722	816030	855355	847917	886200

Table 4 reflects that, there are slightly more male than female learners in all the districts (see table 4 and figure 7) Provincially, 51.1 % of the learners in ordinary schools are male and 48.9 % are female. The male learners are more and the female learners less than in 2016. Table 4 reflects that, there are more female than male learners in the Independent Sector of most districts. Vhembe has the highest learner enrolment (20.4 %) followed by Polokwane with 17 % of the total (public and independent) learner enrolment in Limpopo (see table 4 and figure 7)

Table 5: Learner enrolment per phase, sector and district:

District	COMBINED		INTERMEDIATE		PRIMARY		SECONDARY		TOTAL	
	Public	Indep	Public	Indep	Public	Indep	Public	Indep	Public	Indep
LEB	831	1749	0	0	58848	0	34042	0	93721	1749
MOG	652	1387	0	0	59036	1083	33958	143	93646	2613
MOP	1089	5603	927	0	156059	2086	86146	530	244221	8219
POL	3834	6523	0	0	169802	4535	107347	2627	280983	13685
RIB	0	3801	0	0	63079	642	36030	0	99109	4443
SEK	16440	5896	2657	0	154118	544	93805	431	267020	6871
TSH	1097	1940	0	0	43557	502	28110	0	72764	2442
TZA	1508	2293	102	0	63196	1649	37171	376	101977	4318
VHE	5017	11481	0	0	199563	5751	131758	479	336338	17711
WAT	2952	572	45	0	53719	109	24890	0	81606	681
Provincial	33420	41245	3731	0	1020977	16901	613257	4586	1671385	62732

Table 5 reflects that, 58.9 % of all learners in Limpopo are attending public primary schools and most primary school learners (public as well as independent) are in the Vhembe district.

Figure 7: Public schools male and female comparison per district

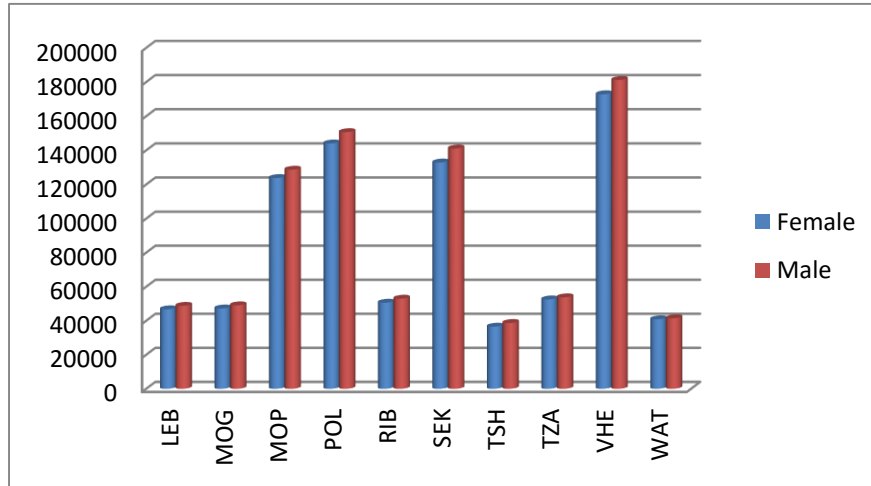


Figure 7 reflects that, male learners in public schools are more than female learners in all the districts of Limpopo

Figure 8: Independent schools male and female comparison per district

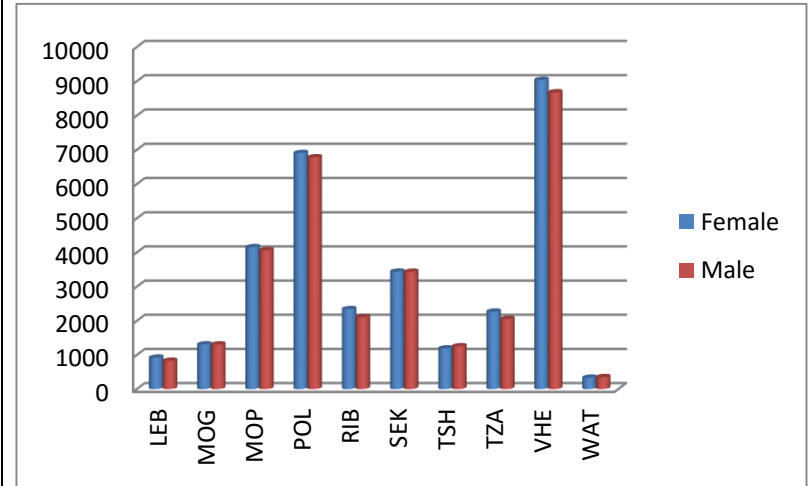


Figure 8 reflects that, there are more female learners in the independent schools in most of the districts.

Figure 9: Independent schools learner enrolment per phase

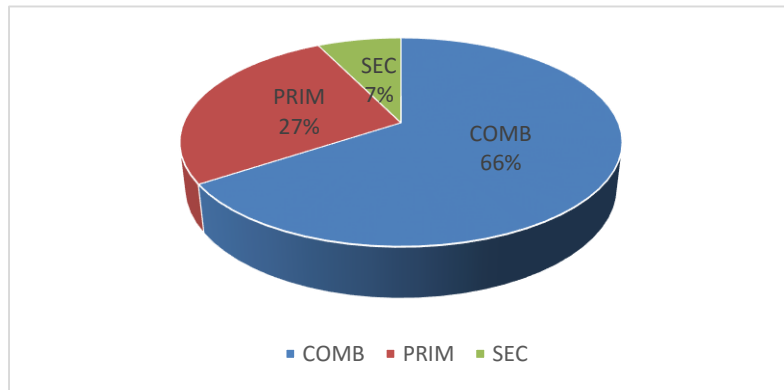


Figure 9 reflects that, most learners (66 %) of independent school learners are attending combined schools in Limpopo. There are no independent intermediate schools in Limpopo

Figure 10: Public schools learner enrolment per phase

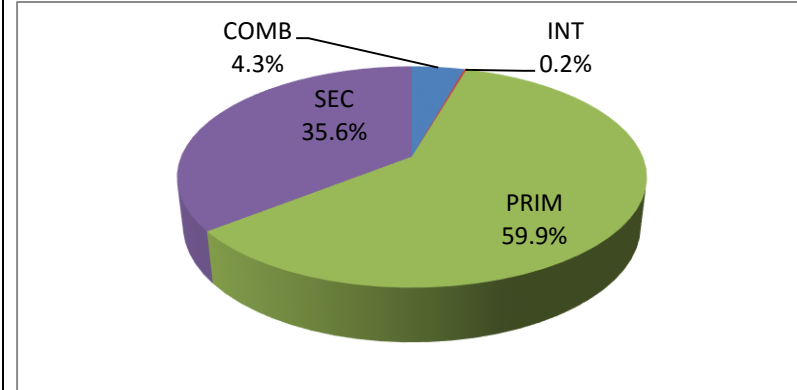


Figure 10 shows that, 59.9 % of the learners in the public schooling sector are attending primary schools in Limpopo. The percentages of learners attending combined schools increased by 2.3%, whilst learners attending secondary schools decreased by 1.1%

Table 6: Teenage pregnancies (both public and independent) per grade and district:

District	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Total
LEB	0	0	0	1	5	7	20	21	54
MOG	0	0	0	0	1	5	13	9	28
MOP	0	1	1	0	1	5	16	15	39
POL	0	0	1	2	9	25	24	27	88
RIB	0	0	0	1	0	3	9	11	24
SEK	0	0	1	5	3	18	25	31	83
TSH	1	0	1	2	5	11	10	10	40
TZA	0	0	0	0	0	2	0	0	2
VHE	0	1	2	3	7	23	23	35	94
WAT	0	1	1	1	6	8	11	14	42
Provincial	1	3	7	15	37	107	151	173	494

Table 6 reflects that the number of female learners that fell pregnant in 2016 decreased by 60.3%. Most females that fell pregnant were in Gr 12. Most learners that fell pregnant (19.1%) were in the Vhembe district. Polokwane and Sekhukhune districts also reported high numbers of pregnancies.

Table 7: Public schools learner enrolment and number of schools per quintile and district:

District	Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5		TOTAL	
	Learners	#Schools	Learners	#Schools	Learners	#Schools	Learners	#Schools	Learners	#Schools	Learners	#Schools
LEB	30851	91	50170	119	11183	21	1156	1	361	1	93721	233
MOG	12975	53	66924	175	8047	14	632	1	5068	6	93646	249
MOP	106969	228	52895	105	78875	123	2774	7	2708	4	244221	467
POL	40004	133	119146	332	103515	179	4227	5	14091	15	280983	664
RIB	81594	216	15452	33	1033	2	577	2	453	1	99109	254
SEK	191502	489	66326	135	3658	5	1740	4	3794	5	267020	638
TSH	11883	45	47230	144	12587	21	0	0	1064	2	72764	212
TZA	57162	141	3159	7	36699	56	640	1	4317	5	101977	210
VHE	34315	80	210321	482	80749	148	7598	6	3355	4	336338	720
WAT	16591	46	32373	77	19546	17	528	3	12568	23	81606	166
Provincial	583846	1522	663996	1609	355892	586	19872	30	47779	66	1671385	3813

Table 7 reflects that, most learners attend schools that are in quintile 2. Provincially, 95.9 % of the learners are attending no-fee public schools (quintile 1, 2 and 3) The number of learners attending no-fee schools in 2017, decreased by 0.2% since 2016. Only 4.1 % of learners in public schools in Limpopo, pay school fees. Most quintile 1 and 2 schools are in the Sekhukhune and Vhembe districts respectively. Most quintile 5 schools are in the Waterberg district.

Figure 11: Public schools learner enrolment per quintile

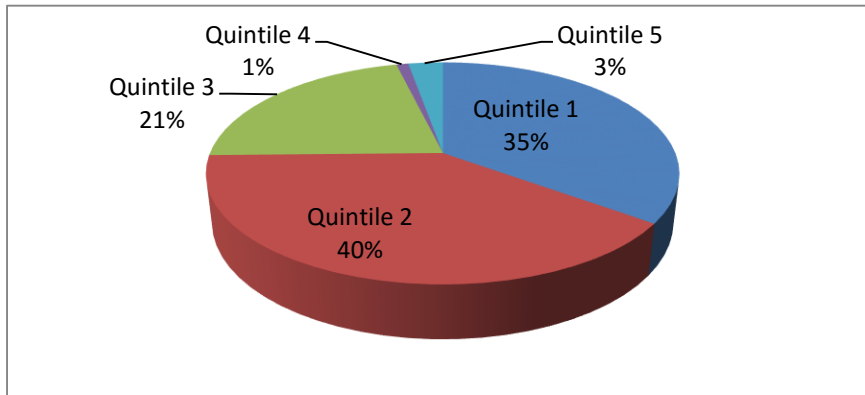


Figure 11 reflects that, 40% of learners attending public schools in Limpopo are in quintile 2 and only 1% of schools are in Quintile 4. These percentages did not change since 2014.

Figure 12: Number of public schools per quintile

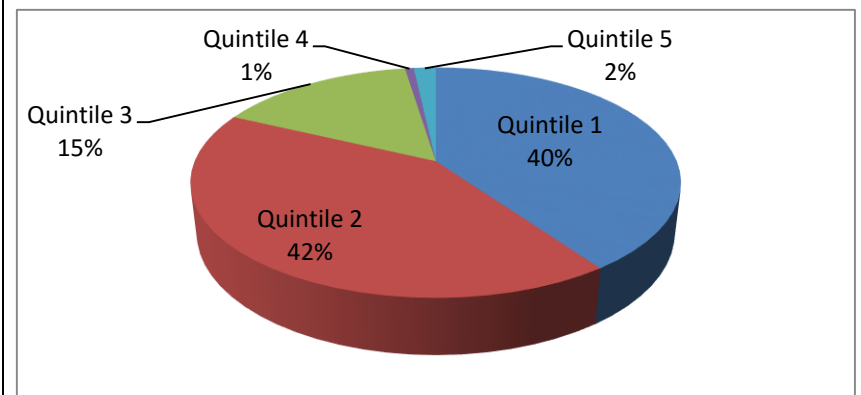
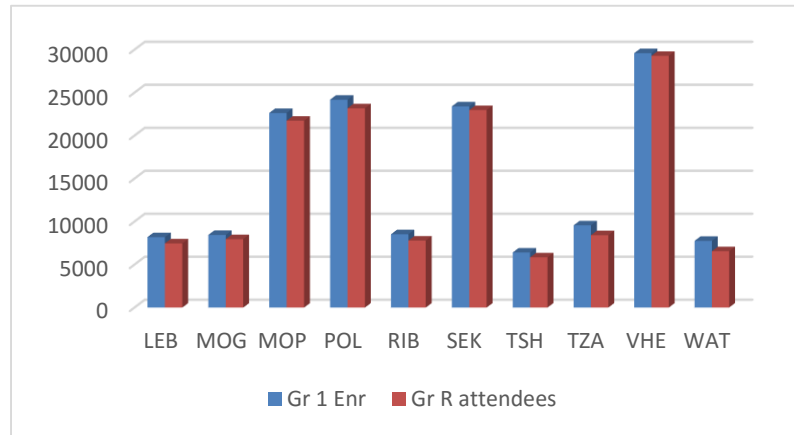


Figure 12 reflects that, 97% of public schools in Limpopo are no-fee schools (quintile 1, 2 and 3) and only 3% of public schools are in quintile 4 and 5. No changes in the number of schools per quintile as percentages observed.

Table 8: Gr R attendees per sector and district:

District	Independent				Public				TOTAL			
	Gr R Enr 2016	Gr 1 Enr 2017	Gr 1 Repeaters	% Gr R attendees	Gr R Enr 2016	Gr 1 Enr 2017	Gr 1 Repeaters	% Gr R attendees	Gr R Enr 2016	Gr 1 Enr 2017	Gr 1 Repeaters	% Gr R attendees
LEB	51	190	5	28	6752	8003	722	93	6803	8193	727	91
MOG	201	296	6	69	7186	8156	604	95	7387	8452	610	94
MOP	722	918	22	81	18812	21717	2274	97	19534	22635	2296	96
POL	941	1337	33	72	20629	22844	1649	97	21570	24181	1682	96
RIB	264	380	7	71	7390	8152	150	92	7654	8532	157	91
SEK	435	558	25	82	19914	22846	2655	99	20349	23404	2680	98
TSH	121	352	29	37	4946	6057	823	94	5067	6409	852	91
TZA	450	506	24	93	7818	9063	150	88	8268	9569	174	88
VHE	1790	2111	63	87	24270	27490	3198	100	26060	29601	3261	99
WAT	60	76	6	86	5639	7689	1012	84	5699	7765	1018	84
Provincial	5035	6093	220	86	123356	140816	13237	97	128391	146909	13457	96

Figure 13: Gr R attendees per district:



In table 8 and figure 13 it is reflected that, Vhembe has the highest Gr 1 enrolment as well as the highest Gr R attendees. (Public as well as independent) 20.1 % of public schools Gr 1 learners in Limpopo are located in Vhembe.

The highest percentage of independent (93 %) Gr R attendees are in the Tzaneen district and the highest percentage of public (100 %) Gr R attendees are in the Vhembe district of Limpopo.

Provincially, 96 % of Gr 1 learners have attended Gr R in Limpopo (public as well as independent)

3.3. SCHOOL INFORMATION

Table 9: Number of ordinary schools per phase, sector and district:

District	COMBINED		INTERMEDIATE		PRIMARY		SECONDARY		TOTAL	
	Indep	Public	Indep	Public	Indep	Public	Indep	Public	Indep	Public
LEB	3	3	0	0	0	135	0	95	3	233
MOG	6	5	0	0	3	146	1	98	10	249
MOP	13	3	0	6	3	289	3	169	19	467
POL	14	4	0	0	11	405	2	255	27	664
RIB	6	0	0	0	3	163	0	91	9	254
SEK	15	27	0	8	2	378	2	225	19	638
TSH	3	4	0	0	2	155	0	53	5	212
TZA	3	4	0	1	6	130	2	75	11	210
VHE	29	5	0	0	15	487	1	228	45	720
WAT	7	9	0	1	1	107	0	49	8	166
Provincial	99	64	0	16	46	2395	11	1338	156	3813

Table 9 reflects that, Sekhukhune has the most combined and intermediate public schools, Vhembe has the most public primary schools and Polokwane has the most public secondary schools in Limpopo. 18.9 % of public schools in Limpopo are in the Vhembe district of Limpopo. Vhembe has the most independent and public schools in Limpopo

Figure 14: Number of public schools per phase

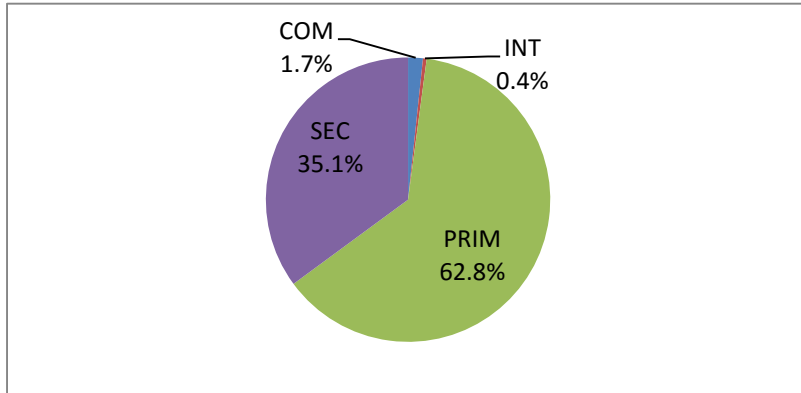


Figure 13 reflects that, 62.8% of public schools are primary schools. The number of public primary and combined schools are slightly less and secondary schools slightly more than in 2016.

Figure 15: Number of independent schools per phase

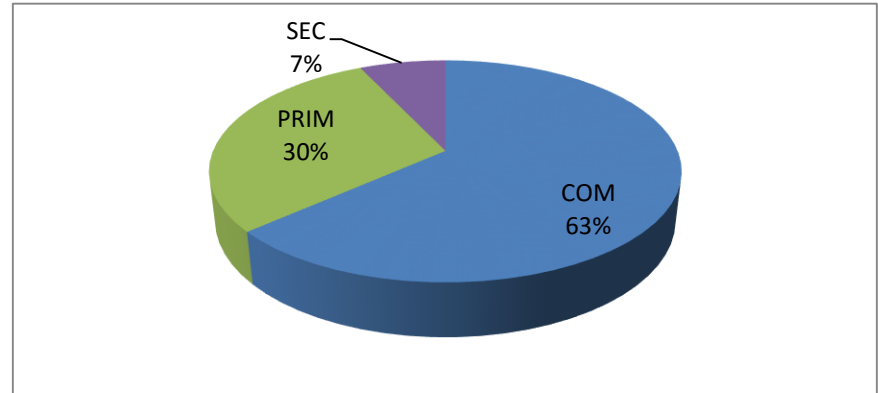


Figure 14 reflects, that 63% of independent schools are combined schools. There was a decline of 2 % in the number of combined schools and an increase of 2% in the number of primary schools since 2016.

Table 10: Number of ordinary schools per phase and sector:

Phase	Public	Independent
COM	64	99
INT	16	0
PRIM	2395	46
SEC	1338	11
Total	3813	156

Table 9 reflects that, 62.8 % of ordinary public schools in Limpopo are primary schools (see table 9 and figure 12) 63.5 % of independent schools are combined schools and only 7 % are secondary schools whilst 35.1 % of public schools are secondary schools (see table 9 and figure 14) Overall there are less schools in all phases of both the public and independent schooling sectors as a result of the merging of non-viable schools

Figure 16: Number of schools per sector as percentage

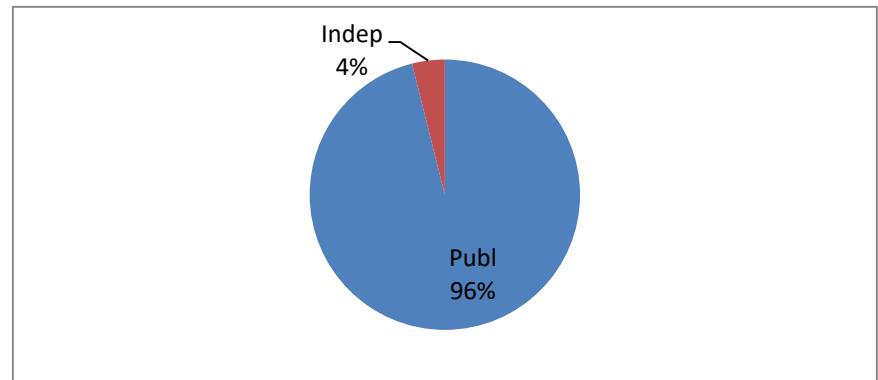


Figure 15 indicates that, 96 % of ordinary schools in Limpopo are in the public sector. No changes observed since 2014.

Figure 17: Overall number of schools per phase and district

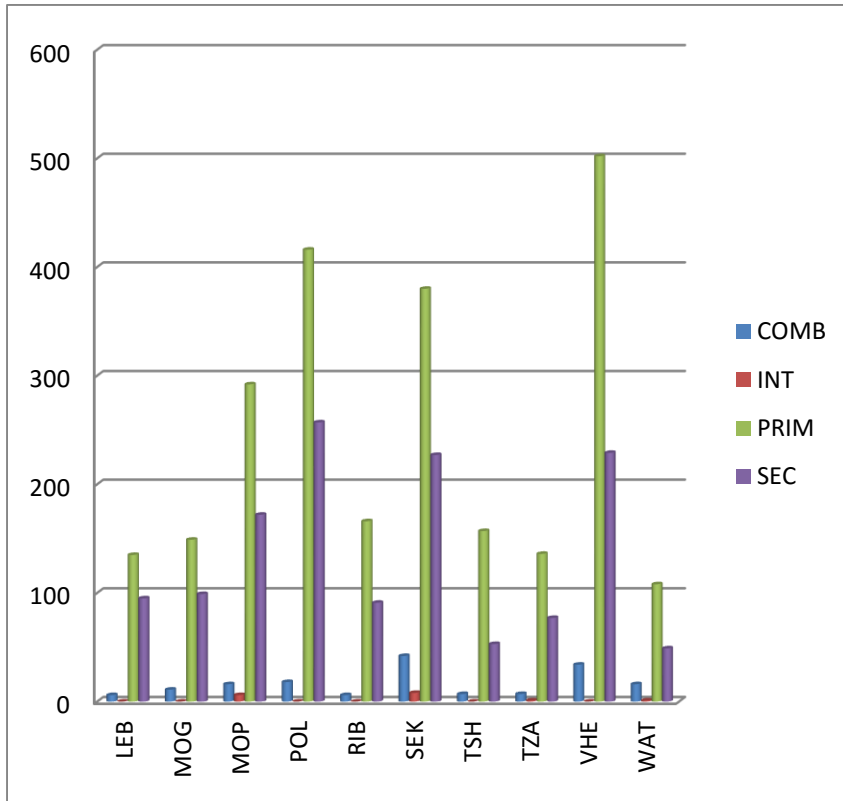
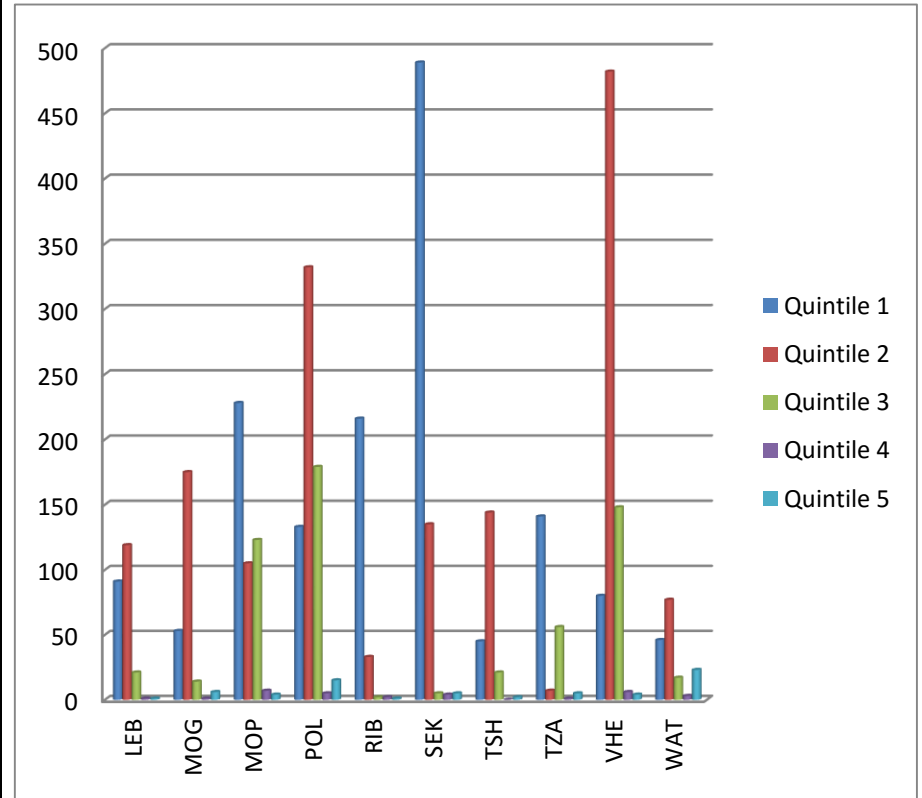


Figure 16 reflects that, most primary schools are in the Vhembe district whilst most secondary schools are in the Polokwane district. Sekhukhune has the most intermediate schools in Limpopo. (see table 8 and figure 16)

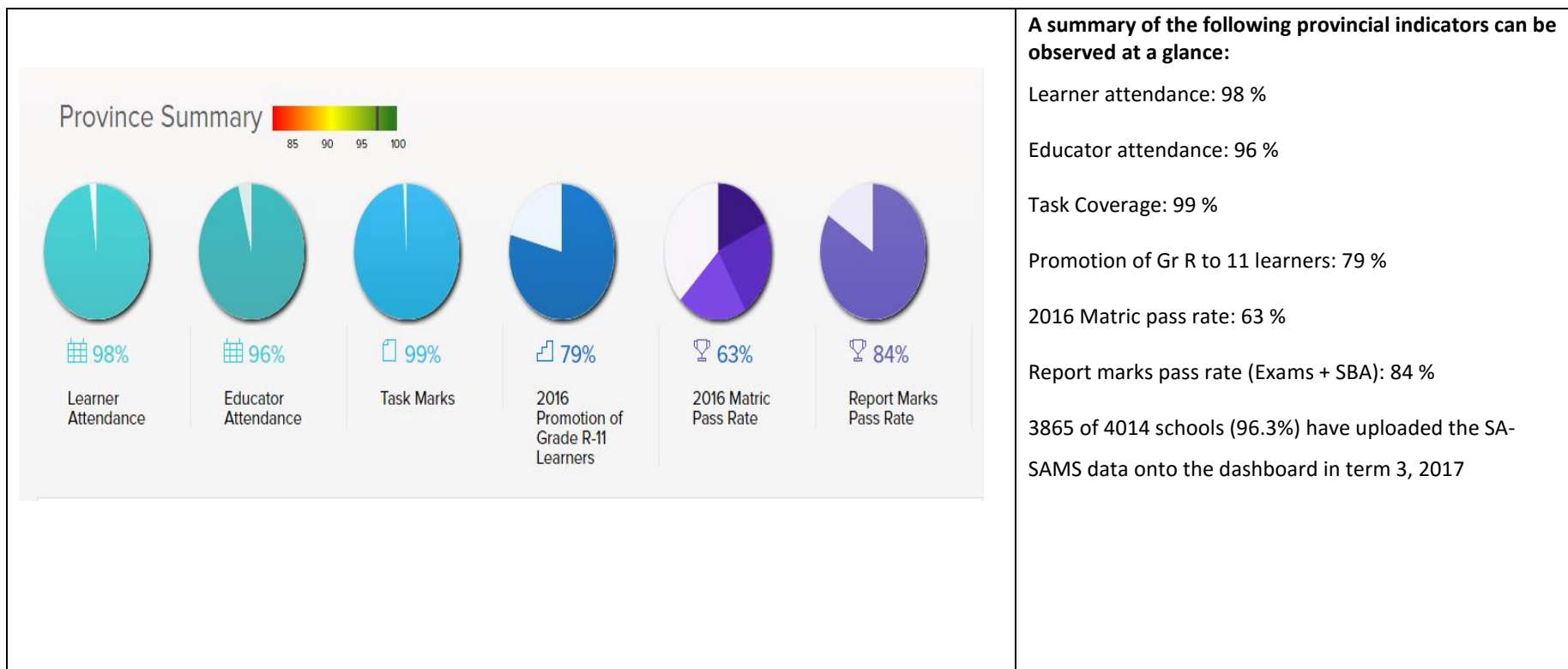
Figure 18: Number of public schools per quintile



In Figure 18, it is observed that most schools in Sekhukhune are in quintile 1 and most schools in Vhembe are in quintile 2. Quintile 1 schools are the poorest whilst quintile 5 schools are the least poor. 4.1 % of public ordinary schools in Limpopo are in quintile 4 and 5 (fee schools) Provincially, 95.9 % of public schools are no-fee schools (quintile 1, 2 and 3) This percentage is 1.6% less than in 2016.

4. REPORTS ON INDICATORS, ABSENTEEISM, OVER AGED LEARNERS AND PERFORMANCE (both Public and Independent – Term 3, 2017)

4.1 SUMMARY OF PROVINCIAL INDICATORS



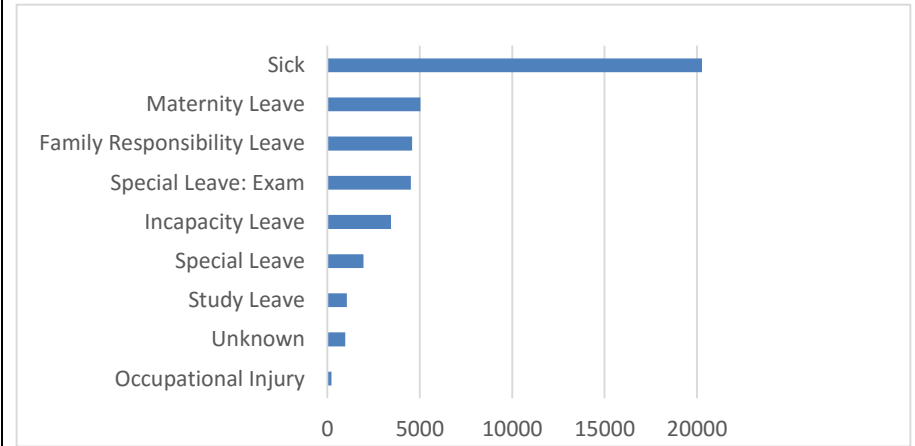
4.2 EDUCATOR ABSENTEEISM

Table 11: Top reasons for educator absenteeism

Top reasons for educator absenteeism	Days absent
Sick	20276
Maternity Leave	5029
Family Responsibility Leave	4580
Incapacity Leave	3445
Special Leave: Exam	4514
Special Leave	1962
Study Leave	1051
Unknown	969
Occupational Injury	230
Provincial	42056

Table 11 and figure 19 suggest illness as the main reason for educator absenteeism. 48.2 % of the top 9 reasons for absenteeism are due to sick leave.

Figure 19: Top reasons for educator absenteeism



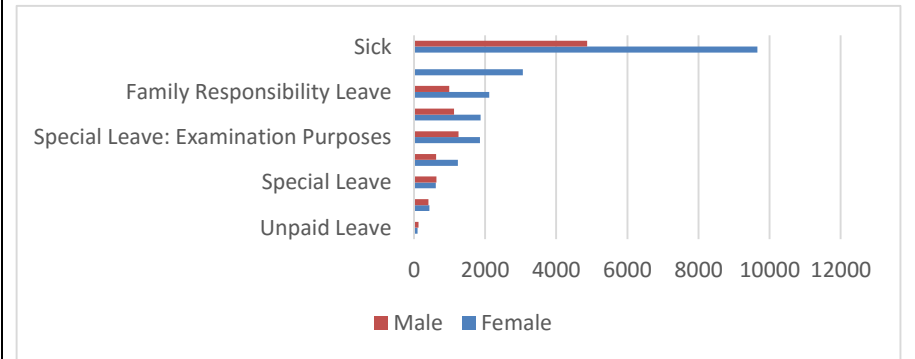
There was an increase of 28.4% in educator absenteeism due to illness during term 3 in 2017 as compared to 2016 term 4.

Table 12: Educator absenteeism by gender

Top reasons for educator	Female	Male	Total
Occupational Injury	128	102	230
Unknown	557	412	969
Study Leave	762	289	1051
Special Leave	1463	499	1962
Incapacity Leave	2072	1373	3445
Special Leave: Exam	2931	1583	4514
Family Responsibility Leave	3197	1383	4580
Maternity Leave	5029	0	5029
Sick	13862	6414	20276
Provincial	30001	12055	42056

Table 12 and figure 20 reflects that, female educators are more absent in all categories than male educators. 67.6% of absent days in the top reasons were because of female absenteeism.

Figure 20: Educator absenteeism by gender



4.3 LEARNER OVER AGE (TERM 3, 2017)

Table 13: Learners 3 to 6 years behind expected age (public and independent)

# Years Behind	# Learners
3	77102
4	46161
5	25653
6	12615

Table 13 and figure 21 reflect that, 4.6 % of the learners in Limpopo are 2 years behind the expected age.

Figure 21: Learners 3 to 6 years behind expected age

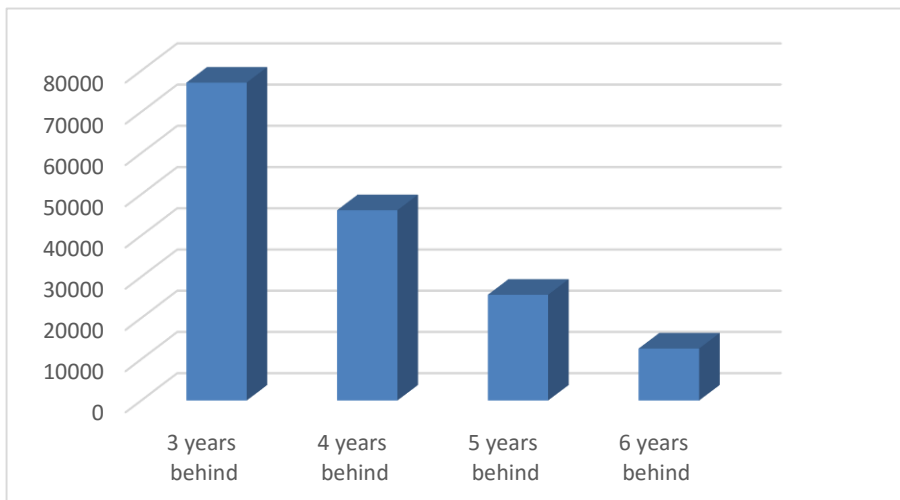


Figure 21 reflects the number of learners that are 3, 4, 5 and 6 years behind the expected age. 9.6% of learners in Limpopo fall in this category.

Figure 22: Learners 3 to 6 years behind expected age per district

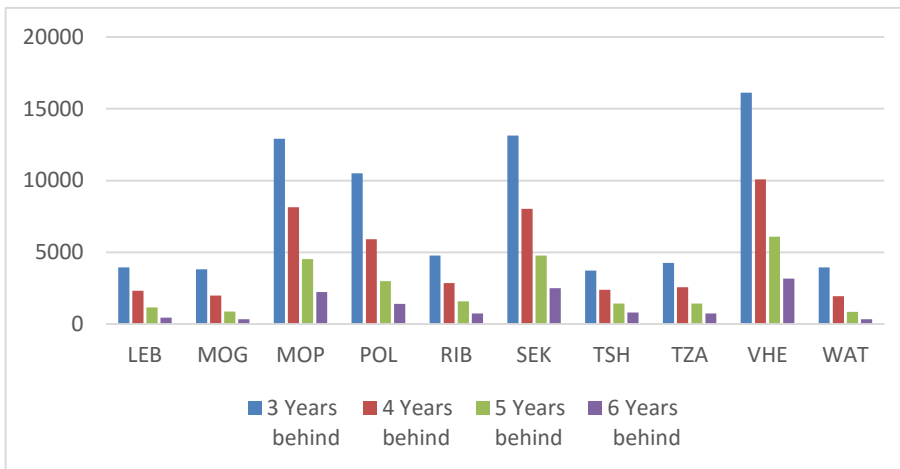


Figure 22 reflects that most learners that are 3 years behind the expected age are in the Vhembe, Mopani and Sekhukhune districts

4.4 LEARNER SUBJECT PERFORMANCE (Term 3, 2017)

Table 14: Average percentage per subject in FET phase	Term 3		
	Gr 10	Gr 11	Gr 12
Accounting	35.7	37.8	36.9
Afrikaans First Additional Language	53.0	52.4	50.4
Afrikaans Home Language	61.4	58.1	57.6
Agricultural Sciences	40.7	41.9	40.8
Business Studies	43.3	46.7	39.3
Civil Technology	42.1	50.1	41.1
Computer Applications Technology	51.3	50.8	44.9
Consumer Studies	40.7	45.2	36.0
Economics	36.3	43.8	34.9
Electrical Technology	51.9	52.8	43.9
Engineering Graphics and Design	51.3	53.3	47.5
English First Additional Language	45.4	49.2	48.0
English Home Language	53.4	55.3	57.7
Geography	40.6	45.0	39.9
History	36.7	44.3	41.3
Hospitality Studies	49.7	55.0	45.1
Information Technology	54.3	53.5	50.5
IsiNdebele Home Language	43.2	49.0	58.6
IsiXhosa Home Language	58.9	65.2	58.6
IsiZulu Home Language	46.2	47.6	51.2
Life Orientation	56.3	57.9	49.9
Life Sciences	42.0	45.6	36.2
Mathematical Literacy	32.8	33.5	30.9
Mathematics	27.1	28.9	24.7
Mechanical Technology	49.6	51.0	40.8
Physical Sciences	32.2	37.7	35.5
Sepedi First Additional Language	56.8	65.8	66.8
Sepedi Home Language	45.8	50.2	60.2
Setswana Home Language	46.8	52.9	54.0
Tourism	36.7	44.4	38.0
Tshivenda First Additional Language	60.9	65.0	59.5
Tshivenda Home Language	52.2	50.8	61.2
Xitsonga First Additional Language	62.7	64.0	70.3
Xitsonga Home Language	53.5	61.6	64.9

In table 15 averages lower than 35 % are highlighted in orange, averages between 35 and 50 % are highlighted in blue and averages higher than 50 % are highlighted in green. Mathematics and Physical Sciences as well as Economics are problem areas.

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